

GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS
SOCIAL STUDIES STANDARD 4 - EFFECTS OF TIME AND CHANGE

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8	Grades 9-12
Benchmark 4.2	Benchmark 4.2	Benchmarks 4.6,7	Benchmark 4.7	Benchmark 4.7	Benchmark 8.2	Benchmark 8.2	Benchmark 8.2	Benchmark 12.1
1. Order events in time (EU 5)	1. Order events in time (EU 5)	1. Retell stories about groups of people. (EU 6)	1. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1)	1. Identify some cultures, traditions, and languages of Montana tribes that form the base upon which tribal decisions are made. (EU 3)	1. Identify some cultures, traditions, and languages of Montana tribes that form the base upon which tribal decisions are made. (EU 3)	1. Identify cultures and traditions of various civilizations, comparing that with Montana tribes. (EU 3)	1. Describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues, timelines, nomadic trails, migrations, reservation histories). (EU 2-7)	1. Select and analyze documents, primary and secondary sources (e.g., treaties, oral histories, court decisions, current events, tribal publications) that have influenced the legal, political, and constitutional heritage of Montana Indians. (EU 4-7)
Benchmark 4.7	Benchmark 4.7	Benchmark 4.6	Benchmark 4.6	Benchmark 4.7	Benchmark 8.2	Benchmark 8.2	Benchmark 8.1	Benchmark 12.2
2. Identify the many cultures to which he/ she is exposed, through materials/ activities experienced in learning processes. (EU 1-7)	2. Identify the many cultures to which he/ she is exposed, through materials/ activities experienced in learning processes. (EU 1-7)	2. Compare varying and differing accounts of events. (EU 6)	2. Know that there are diverse origin stories from Montana Indian tribes. (EU 2)	2. Know that each Montana tribe has its own oral history. (EU 3)	2. Compare two or more Montana tribes' unique oral histories. (EU3)	2. Compare tribal origin stories. (EU 3)	2. Interpret the past using sources (e.g., biographies, documents, diaries, eye witnesses, interviews, primary source materials). (EU 2-6)	2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other (e.g., historical aspect of treaties with Indians). (EU 5)
	Benchmark 4.7	Benchmark 4.7	Benchmark 4.7	Benchmark 4.4			Benchmark 8.5	Benchmark 12.4a
	3. Identify his/her tribal membership or tribes nearby. (EU 1)	2. Identify the many cultures to which he/ she is exposed, through materials/ activities experienced in learning processes. (EU 1-7)	3. Identify his/her tribal membership or tribes nearby. (EU 1)	3. Identify and describe famous people from Montana tribes (e.g., elders, council members, historical figures). (EU 1, 2, 3, 6)			3. Identify major contributions and discoveries of Indian peoples and tribes and describe the effects on society. (EU 2, 3, 6)	3. Analyze significance of important people, events, and ideas in the major eras/civilizations in the history of Montana Indians. (EU 4-7)
		Benchmark 4.7	Benchmark 4.2				Benchmark 8.4	Benchmark 12.6
		3. Identify his/her tribal membership or tribes nearby. (EU 1)	4. Know the importance of family and tribal relationships. (EU 1, 2, 6)				4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/ civilizations (Colonization Period, Treaty Period, Allotment Period, Boarding School Period, Tribal Reorganization, Termination, Self-Determination) of Montana American Indians (EU 2-7)	4. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within/across cultures, major world religions, and political systems, especially as they relate to American Indian cultures (e.g., assimilation, values, beliefs, conflicts). (EU 1-7)

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							Benchmark 8.6	Benchmark 12.7
							5. Explain how and why events (example: the Battle of the Little Big Horn) may be interpreted differently, according to the points of view of participants, witnesses, reporters, and historians (Indians points-of-view, roles of and function of women in tribal society, and structure). (EU 2-6)	5. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of Montana tribes, bands, and American Indians (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction). (EU 1-7)
							Benchmark 8.7	Benchmark 12.3
							6. Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the Montana Indian tribes (major issues should be determined at the local level; each tribe is identifying their major issues). (EU 1-7)	6. Apply ideas, theories and methods of inquiry to analyze historical and contemporary developments as they relate to American Indian issues and formulate and defend recent decisions on public policy issues. (EU 4-7)
							Benchmark 8.3	Benchmark 12.5
							7. Use historical facts and concepts and apply methods of inquiry (e.g., primary documents including treaties, acts, constitutions, interviews, comparative accounts, research) to make informed decisions as responsible citizens. (EU 3-6)	7. Analyze both the historical impact of technology on human values, including American Indian contributions, and how technology shapes problem solving now and in the future. (EU 1-7)
								Benchmark 12.4b
								8. Analyze issues using historical evidence to form and support a reasoned position (e.g., sovereignty, freedom, equality, liberty and order, region and nation, diversity and civic duty). (EU 7)